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JOURNAL OF EDUCATION

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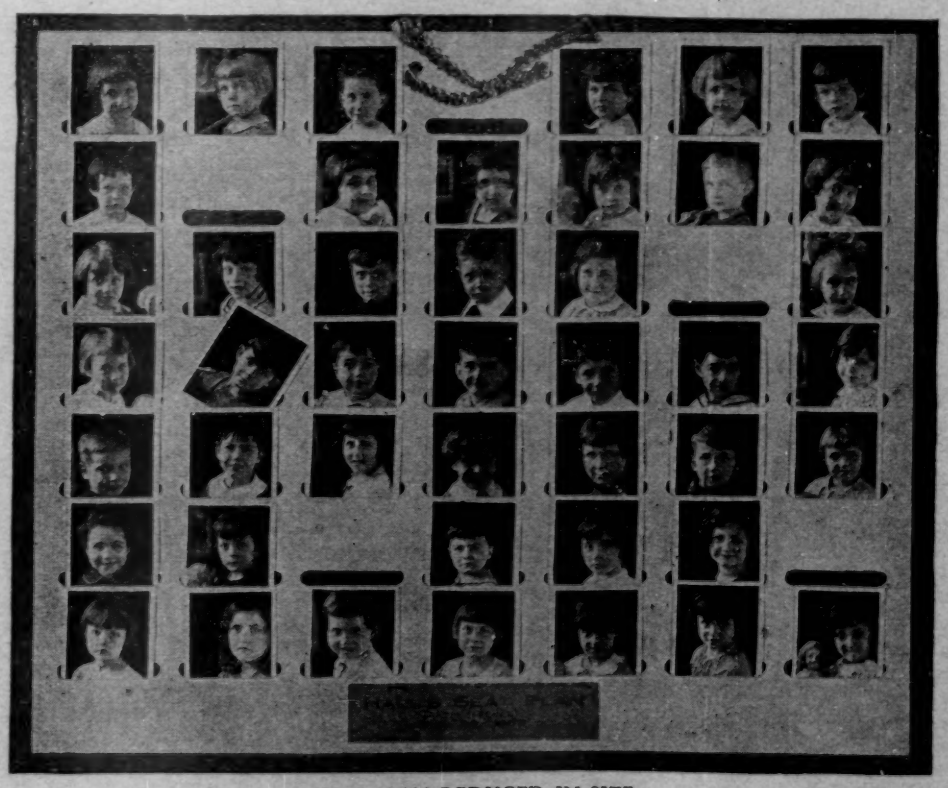

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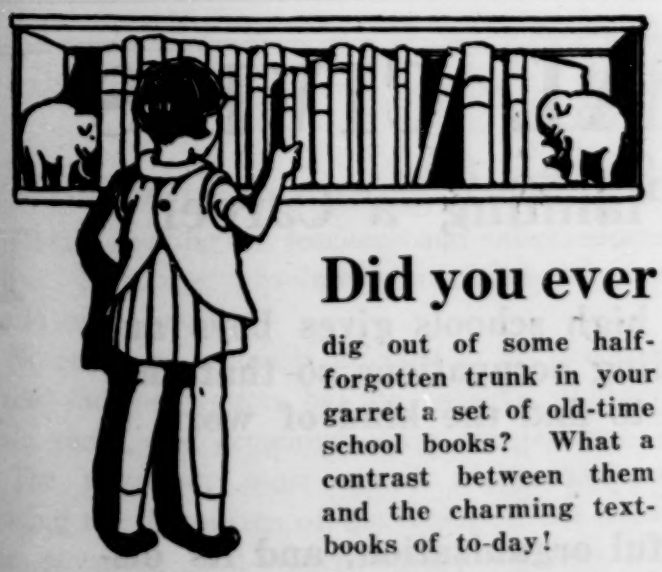

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Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorials

New Professional Reading

THE reading of teachers and other educators must be absolutely modified by recent world experiences.

No one is as seriously affected in his occupation, trade and profession by the world's upheaval—civic, social, and economic—as is the teacher.

The physician must spend nights and days reading the discourses of the biologist, the chemist, the physicist, and other experimentalists. But the teacher's reading must keep her informed regarding every discovery, invention, and creation everywhere by everybody. She must know every revelation in nature and human nature.

There are more new things known in the last decade than any teacher could have known ten years ago.

There is no greater attainment in professional education for teachers, old and new, than to know what to read and how to read the books born out of the world's achievements since 1928.

A Reading People

FOR more than half a century the United States has been the largest paper maker and paper user of any country in the world. At present we use 200 pounds per capita a year, more than twice as much as the people of any other country.

Our daily papers, magazines, and books are the wonder of the world. Our schools promote ability to read and a thirst for information that has made us the best-equipped to withstand the world depression in this emergency.

Automatic Guidance

AT NEWARK, New Jersey, recently a Sperry automatic pilot controlled and guided an airplane with eighteen persons aboard for twenty minutes.

This is one of the world wonders of these miraculous times.

An interesting feature of this famous achieve-

ment is that it can neither rise nor land. It must be given a "take-off" and a "landing."

Most of the wonderful modern achievements in education need the attainments of accepted scholarship to make them useful in modern life.

Starting and stopping are vital factors after the passengers are in.

The Late E. C. Glass

VIRGINIA'S most eminent school superintendent, Dr. E. C. Glass, fifty-four years superintendent of Lynchburg, died at the age of seventy-nine years on October 26.

The length of service was of less significance than the character of it. In 1878 city superintendents were not numerous, and modern education was youthful. The South was highly sensitive over anything national. Ohio and Pennsylvania were leading in everything modern in education, especially in the National Education Association, which had changed the name from National *Teachers* Association at their command.

No one who was not in the game from 1872 to 1882 can have the faintest conception of what it means for a city superintendent in a suburb of Richmond to take an active part in the National Education Association as I knew Edward C. Glass, a Virginian city superintendent.

I attended my first meeting of the National Teachers Association in 1869 at the age of twenty-four, and he was teaching in Lynchburg in 1871 at the age of nineteen, and at the age of twenty-six he was superintendent of Lynchburg. In 1881 he established a city Normal Summer School, and I was on his faculty early in its experience. Our friendship was close through the years.

Edward C. Glass had all the qualities of civic, social, and educational leadership that have made his brother, Senator Carter Glass, world famous.

Boston's New Superintendent

PATRICK J. CAMPBELL succeeds the late Dr. Jeremiah E. Burke as superintendent of Boston. Dr. Burke, his board of supervisors and the Boston School Committee modernized the Boston schools without in any wise disturbing their traditional effectiveness, and nothing would have been done at the present time that would have in any wise disturbed the high efficiency that has been attained.

Dr. Burke was a master of the art of modernizing progress without demoralizing traditions. Of the two possible candidates, neither would have done anything that Dr. Burke would not have sanctioned. The selection of Mr. Campbell was especially appropriate because his academic attainment, which has been constant since he was sixteen years of age, has given him scholastic distinction. Under his guidance the Boston Public Latin School maintained its rank for every administrative and professional distinction. In no year did it fail to be the leader from the standpoint of national recognition through the records of its graduates. In no year did it fail to be the leader in Harvard examinations or in the prominence of its graduates in professional and business life. It was his famous leadership in the Boston Latin School from 1920 to 1929 that gave Mr. Campbell the assistant superintendency upon the death of Dr. Augustus L. Rafter, and the superintendency upon the death of Dr. Burke.

Sixty years ago Mr. Campbell's widowed mother came to East Boston from New Jersey with five fatherless children, of whom Patrick was the youngest, so that his life has been distinctly Bostonian and his education wholly Boston and Cambridge. At no time nor in anything has he failed to make a record of high efficiency and noble purpose. He has had a notable record for interest in his students and in their achievements in college. He has championed the business and professional interests of his graduates, whether they went to college or not. His personality has distinguished him in all of his educational associations. He has never dissipated any talents or attainments upon social or political detours.

Boston is to be congratulated upon the choice of a man, sixty years of age, whose whole life has been in personal attainment and professional achievement, which is recognized in this promotion.

Normal University of Illinois

DR. HENRY A. BROWN has worked wonders in the transformation of the Normal University of Illinois in the few months that he has been at its head.

The latest achievement, and one of the most important, is raising the dean of the Training School to the same rank as the dean of the Teachers College in rank, salary, and official recognition.

When this position was thus dignified, Dr. Frank S. Salisbury, director of Teacher Training at Ohio University, was selected for the position at Normal.

After he had earned his doctorate at Stanford University he went to Teachers College, Columbia University, and took graduate work with eminent professors before he accepted the deanship at Ohio University, where he was conspicuously successful.

St. Joseph, Missouri

THE third largest city of Missouri has taken a highly progressive attitude in education. The city board of education has voted unanimously to put into effect the unit control of the schools, making the superintendent the chief executive with the business manager and the chief engineer associates. Superintendent F. H. Barbee has opened two new elementary schools, and has an elegant new high school ready for equipment.

Belding's Page

Lost in Large Classes

THE more advanced educators have been working for some time upon the theory that children are individuals, very dissimilar in many ways, and that instruction must be adapted to children as they actually are, and not as they have seemed to be when viewed in a group or mass.

In stating this view, the regional White House Conference on Child Welfare, meeting at Chicago, has merely given good publicity to what ought to be in the creed of every school worker and every citizen who has the interests of society at heart.

The effort to have all children conform to a single, uniform standard is decidedly out of date, though it will remain in force in many schools for years to come—as long-accepted notions invariably do.

The emphasis upon individuality in pupils has been increasing for the past dozen years or so. With it has come the realization that classes were running too large in most schools. Accordingly there has occurred in many places a reduction in the number of pupils to a teacher. Classes of fifty or sixty might once have been regarded as quite all right, but now they are held to be scandalous; even forty being rated unsatisfactory, and thirty or thirty-five seeming to be about correct for public elementary school groups, provided the children are fairly homogeneous and not too far from normal.

The greater number of electives in the secondary schools has operated in the direction of smaller classes, making twenty-five a not uncommon number. But in the elementary schools, the country over, much remains to be done in the line of reduction.

It is unfortunate that the trend toward better attention to individual needs and differences, with its requirement of smaller class units, should have hit the snag of a business unpleasantness raising the inevitable cry of economy. Courageous as well as wise is that community which goes steadily forward, these days, with its program of supplying more and better teachers in ratio to the number of pupils. Such communities may be rare. But their example shines with brighter lustre. For it is the case with the majority of schools at present that their enrollments have expanded while the teaching staff has remained practically the same as it was a few years before.

No doubt the setback will be only temporary, and after the cause of it has disappeared the importance of each pupil personality can be more fully recognized.

Mental Dynamic

WHAT do graduates do with their minds? With portions of their minds they perform their daily tasks and earn their daily bread. Even in this matter there are different levels on which the mind may operate. One worker studies his job and all that goes with it; he reads about it and he thinks about it. He is determined to be ignorant of nothing that can exalt his labor or give him mastery over it. Another worker—typical of the vast majority—regards the daily grind of toil as that and nothing more; a task that has to be done if one is to have money for needs and luxuries. This second type of worker never knows the thrill of growing on the job, or the pride of the craftsman who has done something as well as human hands and brain can do it.

Apart from one's work and whatever study may go with it, what does one do with the mind? Most people become too engrossed in the petty details of existence to pay much heed to their minds. And so we hear thoughtful observers warn universities that many of their alumni are mentally dried up at forty-five, and that something must be done to make the cultural interests of college days carry over and endure through life.

College women, especially, have to guard against loss of intellectual vigor during those first years out of college when home or business or social cares are most absorbing. Dean Mabel S. Douglass of New Jersey College for Women rightly calls those first years out "danger years," for intellectual mortality then runs high.

At whatever grade in the education system the young person steps out into life, he or she should be equipped with a purpose to go on learning and developing to the end of the chapter. In addition to this initial impulse, however, the school and the college has a responsibility to reach out a friendly hand, through opportunities for adult education and through suggested reading courses.

All of life is education, to be sure. But the course becomes unavailing when the student's mentality has gone to seed.

Anson W. Belding

Associate Editor.

Why *the* Professor *of* Books?

By HAMILTON HOLT

President, Rollins College, Winter Park, Florida

Three-quarters of a century elapsed between the suggestion made by an American philosopher and its fulfillment in the Professorship of Books at Rollins College. President Holt here tells how the plan is working out.

AT ROLLINS COLLEGE we are carrying out an adventure in old-fangled education. Adopting the Rollins two-hour conference plan of study shortly after I became president six years ago, we did away with the formal lecture system and the recitation system, and in their place substituted the old plan where student and professor meet on a common ground to work together as equals, one being merely the experienced guide for the other. It may take twenty years before we can say whether this system is a success, but I know that we might be faced by a student rebellion if we were to change back to the conventional system now.

This fall, assured that we had made progress in our "methods" of study, we effected a new curriculum plan adopted unanimously by our faculty last spring to humanize the treatment of the subjects themselves. Under our new plan grades, points, credits and the formal time element in obtaining an education have all been swept aside, and we have gone back to the viewpoint that education is a very personal individual problem between the individual student, his faculty adviser, and his professor. Not years of residence, not arbitrary percentages, but "accomplishment in a fact" is our only criterion of progress and of "results achieved." Our present method is "individualized education." From my own experience as an undergraduate at Yale, and as a graduate student at Columbia, and from my observations since that time, I realized that what a student does at college outside his classrooms may be quite as important in moulding his character as are the things he does and the things he learns within the classroom. Therefore in our new curriculum plan, the student's use of leisure is counted as an important part of his progress, and is weighed seriously by the examining boards which pass upon "accomplishments" in the lower division for admission into the upper division, and in the upper division for certification for degree.

THE student is aided in planning his use of leisure, however, by his faculty adviser and by his professors, and many of his academic subjects offer the student the clue for the profitable use of time outside the classroom. We agree with Shakespeare that: "No profit goes where is no pleasure ta'en; in brief, sir, study what you most affect."

In no study at Rollins, perhaps, does this hold true more completely than in those subjects in which our students are guided by our professor of books, Dr. Edwin Osgood Grover.

Three-quarters of a century ago a suggestion was made by Ralph Waldo Emerson in his essay on "Books," when he said: *"The colleges, whilst they provide us with libraries, furnish us no professors of books; and, I think, no chair is so much needed."*

Our colleges and universities have had professors for each style and every sort of literature, of all periods, and librarians to tell students how to find a certain book or material on a special subject. Yet, how many thousands of college students have longed for a sort of omniscient, sympathetic, and versatile teacher who would be able to direct not only classroom but recreational reading for one who wishes to use pleasantly and profitably his quiet leisure hours at college?

To quote Emerson: "It seems as if some charitable soul, after losing a great deal of time among the false books, and alighting upon a few true ones which made him happy and wise would do a right act in naming those which have been bridges or ships to carry him safely over dark morasses and barren oceans, into the heart of sacred cities, into palaces and temples."

SIX years ago I established the first professorship of books in the United States, and appointed Edwin Osgood Grover to fill that chair. Professor Grover has carried out Emerson's dictum, that "the best rule of reading will be a method from nature, and not a mechanical one of hours and pages."

In addition to the reading program for our students he guides them in a study of literary personalities, which deals with the human side of biographies, and a unique study of the history of books from Babylonial times to the present, including a survey of the most notable presses of Italy, Switzerland, Germany, France, Holland, England and America, and modern methods of typesetting and engraving.

In June, 1932, the professor of books at Rollins

College will complete his sixth year in that chair. Enough time has passed to justify the question of what the professor of books has accomplished.

The present customary procedure in the study of literature has been reversed. It has been found possible to cover the purely recreational reading, graded from the student's matriculation to his certification for degree. The entering student is guided to the easiest type of good reading, and is encouraged to excursions into the more difficult fields, while the mature students are encouraged to seek the great world classics. In matters literary young minds too often start with Shakespeare in high school, and end with Zane Grey as college seniors.

How many laments does one hear, including those from college teachers of literature, that the appreciation of Shakespeare was spoiled because he was forced upon minds not yet ready for him.

And yet so great is the inertia of long established custom that the educational world has not shown itself willing to try this change, this adventure in common-sense education.

At Rollins the professor of books has been a complete success; he is accomplishing today all that Emerson foresaw. Under the Rollins plan, with the elimination of formal classrooms and formal classes, recreational reading and the usual college "required reading" so meet and so blend that the latter is practically lost in its emergence in the former. The study of "books" is popular with our students and enrollment in the studies guided by our professor of books is always the maximum permitted. There is little problem in the profitable use of his leisure by a student who has studied with Professor Grover.

I have been called courageous for adopting Emerson's suggestion. This did not take courage. Courage would have been required to go on without a professor of books, to have one is obviously so sane.

Carrying Books *to the* People *of* Iowa

By JULIA A. ROBINSON
Secretary, Iowa Library Commission, Des Moines

"Books as accessible to everybody in the small towns and in the country as they are now to people in large towns, is the objective of the Iowa Library Commission."

A LAW authorizing the establishment of free public libraries in Iowa was passed in 1870, and the first library to be undertaken under this law was started in 1873. At the time of the first biennial report of the Iowa Library Commission in 1900 there were in existence seventy-seven public libraries, and according to the report of 1931 the number had increased to 174.

Some of these are in small towns with small appropriations, and the meagre equipment and facilities afforded are inadequate, and they could not function at all if they did not receive help from the State Traveling Library.

In addition there are about ninety-five association libraries, supported by membership dues, donations, etc., and managed by clubs, associations, and other organizations. These also are inefficient because of inadequate support.

In 1900 the Iowa Library Commission was created by the legislature to assist in promoting the establishment and efficiency of public libraries in the state.

In 1902 the Traveling Library, which had been a part of the State Library, was transferred to the Library Commission and has since functioned as one of its activities. A state appropriation provides for the purchase of books and an office force for their circulation throughout the state.

The largest number of these books go to the schools, rural and small town, not so many to the consolidated schools. Some go to communities or clubs where they become small libraries, accessible to the people of the communities. These books are loaned for a three-month period, and the cost in all cases is the cost of transportation only from and to Des Moines.

Books for serious work or recreational reading are also loaned to individual borrowers in smaller numbers and for a limited period.

Small libraries, unable to supply the needs of their communities, are allowed to borrow from

the Traveling Library to supplement their own collections.

In addition to its book service the Library Commission maintains as a part of its Traveling Library system a research or reference department, which is used largely by the club women of the state in securing material for carrying out their club programs. This department is also used by debate teams of colleges and high schools for debate material.

The Library Commission circulates the only loan collection of books for the blind in the state. These books are in both New York Point and Braille 1½.

The people of the towns and cities furnished with books through tax supported and association libraries equals about 40 per cent. of the entire population of the state, and there are few, if any, towns without libraries which are large enough to support one. This, therefore, leaves 60 per cent. of the population to be supplied by the Traveling Library or some other source of book supply, and as the Traveling Library has an appropriation for books less than towns of 4,000 have, the task is impossible. The solution to the problem of supplying books to the libraries in small towns and to the rural population must be sought elsewhere.

This solution is being found in Iowa, as in many other states, through county libraries with a main library at the county seat, or at another accessible location, with branches and stations in schools and other places, bringing books within the reach of all the people of the county.

A book wagon, carrying books between the main library and the branches and stations and to the doors of farm homes, aids in their wider distribution.

Iowa has a law authorizing the establishment of such libraries, but restricts the contract between a library board and the county supervisors to service to the rural population only. The cities and towns have, however, become a part of the county library system through a separate contract.

At the present time there are two counties in the state supplying books to the rural schools only, the towns not having made any attempt to secure contracts.

Even so, many more books have been made available in these two counties and the reading has been greatly increased over what it was before the establishment of these contracts and in comparison with counties without such service.

The law will be amended to include the entire population of the county as soon as the legislature can be induced to see the need of such a change.

There may be an extension of library privileges from a tax supported library to townships, towns, and school corporations by a contract between the library board and the officers of the unit contracting. A number of libraries in the state are thus extending their privileges to one or more towns, townships, or schools, and a small proportion of the rural population is being served in this way.

An attempt to demonstrate what county library service to the entire county, including towns as well as the rural population, would mean, was made in Black Hawk County by the Iowa Library Association for the year ending September 1, 1931, with the hope that at the end of the year the supervisors would see the advantage of such service and levy a tax for its continuance.

Ninety-six branches were established in schools, towns and other places and approximately 35,000 books were loaned, and book wagon service made easy the exchange of books.

The schools, rural and town, and the people of the county in general were enthusiastic in their praise of this service, but the county supervisors were so imbued with the spirit of economy that the levy failed to pass and county library service in this county has been discontinued. The experiment, however, has not been in vain, and a tax in Black Hawk County will come at a later date. The demonstration has also given wide publicity to the meaning of a county library system, and many other county libraries are bound to come when the depression is over.

These, with the change which must come in the library law, will make books available to the entire population of the state as they cannot be without county library service.

Books as accessible to every man and woman, boy and girl in the state, in the small towns and in the country as they are now to the people of the large towns, is the objective of the Iowa Library Commission, Iowa Library Association, Department of Public Instruction, the Women's Clubs, Parent-Teacher Associations, and other organizations interested in the education of the young.

Golden Age of Children's Books

Never have children's books been so colorful, so varied, and so fascinating as they are today. Never has there been such freedom of opportunity for parents to recapture the rhythm of child life and its interests by the intimate sharing of new favorites among books, along with the old and tried.—Anne Carroll Moore.

Books That are Being Talked About

By WINNIFRED KING RUGG

This article seeks to help the busy professional man or woman to select from the yearly flood of new literature a few titles which have challenged special attention.

EVERY year there are certain books on people's tongues. These may, or may not, be the finest or most enduring books produced in a a given season—but, at any rate, they are books that provoke discussion, in many cases promote thought, and become a part of the conversational equipment of a well-informed person. Such books of last year as "The Story of San Michele," by Axel Munthe, and "The Education of a Princess," by the Grand Duchess Marie, come under that head. Such books this year as "Ellen Terry and Bernard Shaw," "Washington Merry-Go-Round," Bertrand Russell's "Scientific Outlook," and James Truslow Adams's "Epic of America," are, in their respective fields and functions, conspicuous examples of books about which it is really dangerous to be uninformed.

"Ellen Terry and Bernard Shaw, a Correspondence," edited by Christopher St. John (G. P. Putnam's Sons) records a strange "paper courtship," perhaps one-quarter serious and three-quarters dramatized, between two extraordinary personalities. Shaw's first letter to Ellen Terry was written in 1892; her last letter to him in 1922. She was forty-four when their correspondence began, and he was thirty-six. For many years they refused to meet, though writing to each other playful, playacting letters that contain an immense amount of information for readers who are interested in the development of the theatre in those years, but are chiefly interesting for their revelation of two persons who were a law unto themselves. Though they did meet in time they managed to remain friends.

"The Washington Merry-Go-Round" (Liveright) is an anonymous production, and so the more a matter of speculation. It portrays Washington's political and social life in a vivacious and irreverant fashion, and is evidently written by a group of persons who are dissatisfied with the way things are being done in Washington. Almost everyone—President, senators, representatives, members of the press—is dealt with ungently. It is amusing and evidently based on a considerable amount of inside information, but is little more than a part of the passing show.

"The Epic of America" by James Truslow Adams (Little, Brown) is quite another kind of book. Interwoven with a chronological history of this country, there is an analysis of the American mind. Mr. Adams has called his account an epic because it tells the romance of the American "dream"—the dream of a people and a land in which life shall be richer and fuller for every man, with opportunity for each, according to his ability and achievement. The book is both history and philosophy, and is written with the combination of critical insight, fair-mindedness, and easy style that marks all his work.

In "The Scientific Outlook" (Norton) Bertrand Russell, English aristocrat and radical, writer on education and sociology, asks whether science is going to make the world a better place to live in, or subject humanity to a new slavery. On the one hand, he discounts the efforts of those who try to reconcile science and religion; on the other hand, he declares that science alone is not enough, but that the world must depend on a moral outlook and a respect for human values. The closely printed make-up of the book belies the author's pungent style.

READERS of poetry have of late been showing a willingness to accept long narrative or dramatic poems, as well as the smaller servings of lyric verse. Evidence of this was the popularity of Stephen Benet's "John Brown's Body," and the large number of readers who faithfully follow the works of Edwin Arlington Robinson. In Robinson's "Matthias at the Door" (Macmillan. $1.75) they will find a full expression of that poet's individual genius at its height—a profound study of the human soul, cast in the form of a long dramatic poem. Matthias is an egotist, the "door" is death. Matthias, bereft of what he held dearest in life, seeks to enter the door by suicide, but he is not wanted among the dead because he has not yet truly lived. So he is sent away to find out what life really is, and departing from the door of death catches a glimpse of revelation. The poem is profound, austere and moving.

In the field of fiction both American writers

and American readers are increasingly interested in subjects distinctly American and interpretative of some aspect of historical or social development of this country. Noteworthy among such novels are "All Ye People," by Merle Colby (Viking Press. $2.50), a story of the westward trek of 1810; "Black Daniel," by Honore Willsie Morrow (Morrow. $2.50), the story of Daniel Webster's second marriage, and the events leading to the *Reply to Hayne*; "The Border," by Dagmar Doneghy (Morrow. $2.50), which tells of the Missouri border in 1865; "The Firemakers," by Rollo Brown (Coward-McCann. $2.50), based on life in the coal region of Ohio a generation ago; "Starry Adventure," by Mary Austin (Houghton Mifflin. $2.50), which celebrates New Mexico as it is and was; and "American Beauty" (Doubleday, Doran. $2), Edna Ferber's bold, slashing portraiture of Yankee and Polish strains in twentieth century rural Connecticut.

When a writer presumes to depart from his or her accustomed field the public shows a disposition to feel injured. So admirers of Sigrid Undset's remarkable studies of the Middle Ages are disappointed that her latest novel, "Wild Orchid" (Knopf. $2.50) deals with a problem of modern life. The theme is the struggle of men and women today to find certainty in a skeptical age. Most readers prefer, whether justly or not, that Madame Undset should keep to the field of thirteenth century Norway where she is at one with her subject.

Readers have taken sides sharply in regard to a first novel by A. J. Cronin, called "Hatter's Castle" (Little, Brown. $2.50). Some call it a masterly example of realistic writing; others call it realism gone savage, unredeemed by pity or humor. If the study of a dour domestic tyrant in a Scottish manufacturing town, done at great length, with an amazing photographic skill but unmitigated bitterness, appeals to a reader, he will be stirred by this twentieth century successor of "Wuthering Heights."

Another British writer, J. E. Buckrose, has attempted to explain in the form of a novel, how it happened that a prim, intellectual spinster like George Eliot formed an irregular alliance with the erratic George Henry Lewes, and more surprising still, was accepted by the Victorian society in which she lived. "Silhouette of Mary Ann" (Stokes. $2) is a not quite sympathetic view of George Eliot and her emotional life.

These are not necessarily the most enduring books of the season, though some of them may quite likely be among that number, but they are a gleaning among the books that possess, either for subject or style, a special interest for those who are trying to keep their heads above the tide of new books.

Algebra Sent Her *to* Heaven

By ARTHUR DEAN

"Marjorie ———, a 13-year-old pupil in the ——— High School, was found today in the outskirts of the city suffering from the effects of a poison she had taken. In her handbag was a note which said she felt she was a failure because she could not do her algebra. She was rushed to the hospital, but died two hours afterward." — News item.

This is another suicide of adolescence. She knew not what she did. And today she is forgiven by the Great Father Who Sees All. Poor girl!

If only her books could have told her that algebra was of almost no importance in the life of the average girl! If only her teacher had said to her: "Well, my dear, perhaps you cannot do algebra, but think of how well you do your history and your drawing." If only the father had not insisted on high marks regardless of health, interest in the subject, usefulness of the subject, or his daughter's special abilities along other lines.

On the Great Record something like this must be written! "A thirteen-year-old spirit came today to this last resting place, a bit earlier than she needed to, all on account of a lack of algebra. But somehow, even if she could not solve the unknowns of algebra, she is now about to solve that Great Unknown which even teachers of algebra do not know."

Copyright.

The Persistent Belief *in* Luck

By FRANCIS ROY COPPER

Northern State Teachers College, Marquette, Michigan

THERE seems to be a rather wide-spread feeling on the part of mankind that a person's success and destiny are due to the human element plus some intangible power or influence such as "luck," "fate," "fortune," or "chance" over which he has no control. Some rely upon the human element most, and some upon that power which is beyond human control. Our literature and conversation are full of such expressions as: "Thank your lucky stars," "a lucky break," "as fate would have it," "the charmed life," "a good omen," "Providence," "fortune," "magic," "talisman," "mascot," etc.

The belief in this extra human power has its roots deep in the past, and has come down to us through the ages from tradition, superstition, myths, legends, paganism, pseudoscience, and the like. For example, our word "fortune" is derived from the word "fortuna," which was the name of a Roman goddess who was believed to have the power to grant prosperity to whomsoever she would. Again, the variation in the length of human life was attributed to the caprice of three goddesses or Fates of Greece. The first of these, Clotho, was the spinner of the thread of human life; the second, Lachesis, the assigner of the length of the thread; the third, Atropho, the cutter of the thread. If Lachesis assigned to a person a long thread he was said to be favored by the fates.

It is interesting to note the different points of view of the poets toward "fate." Whittier, in "Snowbound," in speaking of the "not unfeared, half-welcome guest," says in partial excuse for her sternness:—

"Nor is it given us to discern
What threads the fatal sisters spun."

. . . . .

"It is not ours to separate
The tangled skein of will and fate. . . ."

Longfellow, in "The Builders," says we are fashioners of our own fate:—

"All are architects of Fate,
Working in these walls of Time;
Some with massive deeds and great,
Some with ornaments of rhyme."

William Ernest Henley, in "Invictus," expresses a feeling of complete self-sufficiency:—

"It matters not how strait the gate,
How charged with punishment the scroll,
I am the master of my fate;
I am the captain of my soul."

Another interesting belief is that the stars have some power over human destiny. However, this belief was doubted by some people hundreds of years ago. For in the play "Julius Caesar," when Brutus and Cassius were talking about their status in Rome, Cassius made this remark:—

"The fault, dear Brutus, is not in our stars,
But in ourselves, that we are underlings."

LET us now notice the attitude of some people toward "luck." G. T. Winston says: "Wisdom and labor are the parents of luck, for only wisdom can see opportunities and only labor can use them." Max O'Rell thinks that luck is our own making, the appointments we never failed to keep and the trains we never failed to catch. Captain Lehmann of the Graf Zeppelin attributes his success in his world cruise to "careful preparation, a good crew, meteorological observation, a good ship, and good luck." The people in general give their interpretation of Lindbergh's success in his solo flight across the Atlantic by calling him "Lucky Lindy." Irving Bacheller unhesitatingly says that he believes in luck; and Branch Rickey says that he knows that luck is a great factor in sports. Edward Bok always felt that he was being helped by fortuitous conditions not of his own creation or choice. However, these men believe also in other factors as well as luck. Irving Bacheller, in a recent issue of the American Magazine, qualified his belief by saying: "The really lucky man is he who knows good fortune when he sees it, and pursues it to the limit." Surely no one believes more in adequate training and preparation than does Branch Rickey. And few people have worked harder than Edward Bok.

There is an old proverb that says "luck" is a very good word if you put a "p" before it, and make it "pluck." An anonymous writer, after doing this, says:—

"Pluck will win! It always wins!
Though days be slow,
And nights be dark, twixt days that come and go;
Still pluck will win; its average is sure,
He gains the prize who can most endure,
Who faces issues and who never shirks,
Who waits and watches and who always works."

In 1929 the writer, being interested in the attitude of college students toward luck, asked one hundred members of his psychology classes in the Northern State Teachers College, Marquette, Michigan, to write out answers to the following questions:—

1. Do you believe in "good luck"?
2. Why do you so believe?

By consulting Table I we see that the students were divided in their views, but that a rather large majority did not believe in "good luck." We also see that there there was some overlapping of the statements given by those favoring and by those

opposing the belief. Only items mentioned most often are listed.

TABLE I

The attitude of one hundred college students toward "good luck" and the reason for their position.

1. Do you believe in "good luck"?

Yes	No
38	62

2. Why do you so believe?
   - A. Reasons supporting the belief.
     1. Life is a gamble.
     2. Fate or predestination operates.
     3. Chance is a factor.
     4. Many have good luck.
     5. Things often go right regardless of merit.
   - B. Reasons opposing the belief.
     1. Belief is unscientific—based upon superstition.
     2. Predestination, not luck, operates.
     3. It is chance, not luck.
     4. Never had any good luck.
     5. Success is based upon personal qualities and effort.

ONE interesting observation is that both groups mentioned "predestination" and "chance" as supporting their belief, a fact which indicates that the matter was not very clear in their own minds. The first group seemed to consider these factors as synonymous with "good luck"; the second group, as something different.

At one time people toyed with beliefs in such things as miraculous pitchers, magic wands, the "Royal touch," the philosopher's stone, the elixir of life, fountains of youth, etc. Even today many people have some little faith in such things as the horseshoe, the four-leaved clover, the birth stones as good omens.

Are there any conclusions that may be reached in this matter? It does seem that there are fortuitous circumstances which when wisely used "lead on to fortune." However, a person's success seems to be the resultant of a combination of factors. The time and place of a person's birth, his parentage, and the great events of his time are not of his own choosing, yet they have much to do with his success. Had it not been for the Civil War Ulysses S. Grant would not have become one of the greatest generals of the world and later President of the United States. He would undoubtedly have died unknown to fame and renown. However, we should not overlook the fact that in time of peace Grant prepared himself for his great opportunity, and that there were many people of his time far more brilliant than he who did not rise above mediocrity in any field of endeavor. Edgar Guest showed the limitations of luck when he said: "Luck will never make a man cultured, or generous or kindly." Emerson uttered a profound truth when he said, apropos to this subject: "I man the rudder, reef the sail." Marion Carolyn Davies was right when she said:—

"Those men are Fate
Who work and wait."

As was also the poet who said:—

"Courage and will, perseverance and skill
Are the four leaves of Luck's clover."

I Thought Him a Churl

By Edgar A. Guest

I thought him a churl
  And I left him alone;
As cold as a pearl,
  As hard as a stone.
His frown seemed severe,
  His manner seemed grim,
And so year after year
  I stayed stranger to him.

He was just an old book
  That I kept on my shelf,
But I liked not his look
  And I flattered myself
I had friends just as good
  Who were smiling and bland
Whom I liked, for I could
  All they said understand.

So year after year,
  With my pre-conceived whim,
Though he stood very near,
  I stayed stranger to him.
Passed him by with a look
  But no further I'd go,
Choosing always the book
  It was easy to know.

Then I heard some one say:
  "When you know him he's fine!"
So that old fellow gray
  I read line after line
And I found I was wrong
  Ere I'd come to the end,
That all the years long
  I'd been slighting a friend.

—Hartford (Conn.) Courant.

Two Junior High School Libraries

IN NEW ROCHELLE, NEW YORK

Growing Patronage

By LEAH L. KELLY

Librarian

IT IS THE aim of the Isaac E. Young Junior High School Library, in New Rochelle, N.Y., to build up a well-balanced collection of books to be used by the various departments and to make discriminating readers. Not only are the teachers asked to state their needs, but the students, too, are encouraged to make suggestions. Last year we inquired into the students' interests, and tried to discover their tastes by means of a questionnaire. The replies were frank and most illuminating. Moreover, the students are given complete freedom of choice in their personal reading. To be sure, aid is always given when asked for, suggestions are made, but never is a book forced upon a student. To do so would neither be right, nor desirable, nor practical. Children can be led to books, but they cannot be made to read them.

Unfortunately, it is not possible to measure accurately the extent of the success of our ultimate aim, that of making discriminating readers. All we can do is to judge by the students' attitude towards the library and the use they make of it whether we are on the right road. Proof of their interest in the library was given not only in the matter of gifts, but also in the splendid co-operation in the raising of funds for decorations. For the proof of the students' use of the library we must turn to the registration, attendance and circulation statistics for the last two years. However, before stating the figures I should like to emphasize the fact that there is not the slightest compulsion of the student to take out a school library card or to borrow books for home use; and, except for one scheduled period a week for the seventh and eighth grades, attendance is voluntary. The size of the collection, which is only 2,400 volumes, to date, due to the fact that we have been in existence only three years, should also be borne in mind.

In 1929-1930 the enrollment was 953. Of this number 600 or 63 per cent. had school library cards. The students who also had public library cards numbered 490; and 61 had neither school nor public library cards. In the following year the enrollment was only 862. Nevertheless, the number of students who had school library cards was 754 or 87 per cent. Moreover, 709 students also had public library cards; and only twenty-six students had neither school nor public library cards.

The total circulation for 1929-1930 was 10,757, making a daily average of 61; while that of the following year was 13,498, making a daily average of 74.57, or an increase of about 25 per cent.

Before stating the attendance figures I should like to say that the seating capacity of our library is about 5 per cent of the enrollment. In 1929-1930 the total attendance was 36,186, making a daily average of 199.9; while that of the year following was 44,513, making a daily average of 237, or an increase of 23 per cent.

While figures must not be taken without caution, I hope that they may, in this case, be taken at least as an index of the success of the method followed.

Orderly Use of Books

By CAROLYN F. WALLACE

Librarian

WHEN the seventh grade pupils enter Central Junior High School they are assigned one library period a week. The first day they arrive we show them that if our streets are named and numbered, so we must classify books in order that they may find them.

Some one in a class in a Columbia University summer course gave this simple explanation of the Dewey classification. We pass it on to you.

000-099 Books about books and general things.
100-199 Man thought.
200-299 Man thought about God.
300-399 Man thought about his neighbors.
400-499 Man talked to his neighbors.
500-599 Man studied the things about him, as stars, trees, birds.
600-699 Man made useful things.
700-799 Man made beautiful things.
800-899 Man wrote.
900-999 Man made records.
A record of a journey is a travel book.
A record of a life is a biography.
A record of events is a history.

We have the students copy this and then give them a printed form of the Dewey Decimal Classification. (Book mark No. 31—Gaylord.) We give them also two mimeographed sheets about the books, dictionaries, encyclopedias, card catalogue, etc., explaining all in subsequent lessons by our own library tools.

When the students enter the eighth grade all material is given out again for them to file and we review and enlarge upon it to suit their needs. They have one library period a week.

In the ninth grade there are no assigned periods.

but this material is given out through the English department and reviewed there. They use the library during their study periods for reference work only. Individual instruction is given whenever possible to answer all questions. We also believe that a quiet atmosphere tends to better work.

We have no conference rooms, so lend material to classrooms for one period or longer. There is a constant demand for this service. We believe that by this method books do not have to be duplicated, thus serving the needs of more pupils and teachers but still keeping the library as the centre of our junior high school.

The teachers also have at least one hundred books on education in its different phases as well as those devoted especially to Junior High School.

One of the most efficient tools we have used in our school library organization is the putting into the hands of our teachers, a mimeographed list of guidance books to be found in our library. It was put together under the various headings of guidance as it is developed in our school: curricular, extra-curricular, ethical and vocational. The vocational list was based upon the most generally accepted classification of occupations. This bibliography was primarily intended for use in an articulation of homeroom and classroom guidance. However, it functions just as satisfactorily when used by teachers of specialized subjects.

They Say

DR. JULIUS KLEIN, Assistant Secretary of Commerce:—

"The increasing activity of the United States in the financial and commercial spheres of world affairs requires of the youth of America that they become thoroughly informed on these great issues. The provincialism and self-sufficiency which characterized our business minds a generation ago are poor endowments for the young man in business today. Knowledge of the world, of its peoples, its resources, its communications and the interdependence of its nations is essential to the clear vision of the business executives of the future."

DR. NICHOLAS MURRAY BUTLER:—

"Youth is the hope of all of us. If youth will serve, if youth will understand, if youth will think, if youth will have courage, then, my friends, all is well with our country."

DR. DAVID SNEDDEN, professor of Education, Columbia University:—

"High school students should be taught how to be good husbands and wives. If 100 home economics leaders actively favored it the teaching of 'household life' would be established in American high schools."

H. L. MENCKEN:—

"One typographical error of a stimulating character will suffice to send a publisher to jail."

ORDWAY TEAD:—

"When a man tells me he has no time to read business books, I always ask him if he has time to have gas and oil put in his automobile."

JUDGE J. E. ANDERSON:—

"We will never have any civilization either international or domestic until we arrive at a realization that obligations obligate."

WILLIAM ALLEN WHITE:—

"We are turning out too many hard-boiled, hard-hearted, hard-headed dumbbells in our colleges."

CALVIN COOLIDGE:—

"He who gives license to his tongue only discloses the contents of his mind."

INSPECTOR HENRY J. GARVIN:—

"After all the idea of the police department is to prevent crime before it happens."

EDWIN OSGOOD GROVER, Rollins College:—

"Home is just around the corner from Heaven! And some of us may never get any nearer. So it is rather important that we have a home, even though it be modest and unpretentious. Home is where the heart is; home is where our lives take root in sweetest memories, in loyal friendship, and eternal loves."

JOSEPH B. EGAN, principal, Harvard School, Boston:—

"We stress intellectual development as though it were the whole child, when, as a matter of fact, it is a subordinate issue in the living of a happy life. Proper emotional responses are vastly important."

J. M. GWINN, superintendent, San Francisco:—

"Business is good in education. There are more customers asking for more and more education than ever before. Our whole population, whether child or adult, seems bent on securing more and better education."

CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor, The Egan Monthly Service in Character Training

The Changing Emphasis

AS REFLECTED IN THE PERSONALITY REPORT CARD

Growth itself is a phenomenon that almost defies understanding. To watch the development of a child's body and mind, to see the effect of glandular secretions, to observe the play of the emotions, is a marvelous experience, yet it is one that is going on in millions of human beings all of the time and it is for these millions that we endeavor to do the best work possible in the way of education.—Secretary Wilbur.

THE foregoing quotation is interesting because it develops the thought that the child in our public school system is, after all, a growing creature with functioning glands, operating nervous systems, more or less controlled desires, struggling emotions, and, rather incidentally, expanding mental mechanisms. I have indicated the mental mechanisms as of incidental value, having in mind, of course, the whole child. The reason for this is the growing understanding that the child is essentially emotional and only in an incipient way intellectual. It is the gradual comprehension of this fact that constitutes what I like to call the changing emphasis in education. Should this appreciation of the child as a growing entity ultimately dominate educational thinking, it would, of course, work revolutionary changes in educational procedure. It would no longer be held desirable to attempt to adjust the child to a four or five-hour mental discipline. Rather would it be felt desirable to exercise the child in such a way as to bring into being and from being into greater and greater strength and usefulness, the great creative powers such as rhythm, visualization and imagination which belong to the child and the child's future only in such proportion as his early years provide the necessary training.

To give you a concrete illustration of what I mean, let us take up this matter of personality, that is, the whole child, from the standpoint of the rating card which is sent home in most schools once every two months. Such cards invariably rank the child according to intellectual standing in certain well defined subjects; in other words, the ordinary card is entirely intellectual in its bearing. The whole child, the growing child, the emotional child, the child of incipient powers, somehow does not come up for rating on such cards. Let us take, for instance, the case of a child who is reported as failing in arithmetic. A recent investigation has disclosed the fact that the child has not failed in arithmetic at all—that he has the ability to master the subject matter involved in arithmetic, and that the apparent failure which he registers in this particular field is simply the symptom of a very much deeper and a very much more important failure which lies buried in the whole child. You may prove this in your own classroom by taking the case of a failure in arithmetic and asking yourself these questions: Is the boy accurate? Is he fair? Is he punctual? Has he a sense of orderliness? Is he industrious? Is he resourceful? Is he co-operative? etc. I venture to say that at once, in three instances out of the meagre list that I have given you, you will find the answer "no," and in that answer you will find the reason for his failure in arithmetic.

What would you think about reporting to the parent in a constructive and helpful way, the real reasons for the child's failure in arithmetic rather than the mere failure itself?

A personality rating card has been developed which enables you to do this very thing, and while it is not the intention in this character workshop to advertise any product, it *is* the purpose to bring to your attention worth-while books and devices in order that the general character training program may be furthered. If you are interested in experimenting with this new type of rating card, send a self-addressed stamped envelope to the Journal of Education, 6 Beacon street, Boston, and a sample will be sent you.

Question—Am I correct in gathering from the foregoing that you think the child rarely fails because of lack of ability to understand a given subject matter?

Answer—Exactly! The average child fails in a given subject because of some emotional attitude that interferes with or prevents progress—futile day dreaming; lack of concentration; laziness; perhaps undernourishment on the physical plane.

Such as these are the real failures. Correct them and the mind blossoms into new vigor and new victories.

Consider the points involved in the following story:—

JOHN AND HIS NUMBER TABLES

From The Egan Monthly Service in Character Training. Copyright.

JOHN simply could not learn his number tables. That is, he had convinced his teachers and himself that there was something wrong with his number sense. He could nead beautifully and spell well; he could recite poetry with feeling and he stood at the head of his history class, but in arithmetic he hovered close to the very bottom, because every example that he tried to do wound up in a wrong answer.

"John," said his teacher in despair, "I have been studying your case. You know *how* to do these examples. Your work shows that, but your poor addition and multiplication ruin the results of all your good reasoning."

"I know it," agreed John. "I can't add. I go up the column and go down, and each time I get a different answer. I could go up and down ten times and get ten different answers."

"I *know* you could," sighed his teacher. "I have seen you *do* it."

When summertime came, Mr. Peters, who ran the chain store, needed a counter boy. John applied for the job, and to his great delight was given it. If there was one thing in life he dearly loved to do, it was to stand behind a counter and smile, and say: "What can I get for you, ma'am?" as some neighbor, who had known him all his life, came in.

"You'll make a fine salesman," said Mr. Peters. "Every one likes you. You have the right idea. Politeness pays every time, but politeness with an interest in your customer added to it just spells business. Remember that!"

However, in the first half-hour of his first morning's work, John lost some of his enthusiasm. It was all right dodging here and there, spearing packages from high shelves and loading up big, brown paper bags with things; nothing could be happier than that, but when it came to adding up the sums on the side of the paper bag—*that* was different.

"Why, John," said Mrs. Granby, "you're fifteen cents short. I owe you one dollar and twenty-five, not one dollar and ten. You'll not make money that way, my boy."

Mr. Peters pricked up his ears, but said nothing. When another customer, ten minutes later, came back with his change in his hand, and claimed he had been charged too much, Mr. Peters looked worried.

That noon Mr. Peters ate a cracker and a piece of cheese instead of going out to lunch.

"John," he said between bites, "put these figures down on paper."

John's heart sank. He hung his head. "It's no use, Mr. Peters," he mumbled, "I can't add. Never could. My teacher never could teach me to add or multiply."

Mr. Peters grinned. "Well," he said, "I'm something of a teacher myself. I like you, John, but of course I can't have you around making mistakes in everyone's change. Spend the rest of the week in the stockroom. If by next Monday morning you can show me that you can add one way and check yourself the other, you may keep this job; otherwise, you're done. Before you go, let me tell you this. You can add correctly if you *want* to. The trouble, my boy, is in your will. If you haven't will enough to make this little grade, what will happen to you on a real hill later in life?"

John went back to the storeroom discouraged. "He couldn't add," he kept telling himself. However, he sat down before a packing case, took out a pencil and went to work. For one solid hour he toiled as he had never toiled before. Suddenly he looked up. It was time to work; where was his sense of failure? Where had it gone?

"Say!" he cried aloud, "I think I *can* add. If one hour's work will help like this, what will happen in a week?"

Discussion—Did John master his weakness? Would a week's work make a difference in John's ability? Is there a John in the room who would be willing to prove that a week's work actually would produce marvelous results? Suppose some poor adder volunteers and the others keep a check on him each day for a week. If two Johns volunteer a very interesting race would result.

Discuss the last words of Mr. Peters. Are they true? Can you cite instances?

If you think this story is not true to life, consider the following taken from a speech of Brigadier General L. R. Gignilliat, of the Culver Military Academy (see page 17, University of Illinois Bulletin, Vol. XXVIII, No. 16).

"I wish to digress here to tell the story of a young lady who because of health was reared by a nurse and a tutor. She grew up without ever having had a formal course of study. She never learned the multiplication table. She hadn't needed it, and she certainly hadn't been interested in it. But the way she could talk about history made her conversation sound like a news broadcast, it was so alive and fresh. After she had grown to womanhood, her health regained, she obtained a secretarial position. What luck! She found she needed to know the multiplication table. Did she resign? Hardly. She got an old arithmetic and set to work. She needed to know the multiplication table. Three days later she knew it backwards and forwards. Enlightened self-interest was at work."

You are invited to submit Character Questions to Mr. Egan for consideration in "Character Workshop."

BOOK TABLE

THE WILL TO WIN. By Frank H. Cheley. Cloth. Boston: W. A. Wilde Company.

It is not easy for any one to appreciate the genius and usefulness of the latest American writers.

This book by Frank Cheley is wonderful beyond description. We quote one paragraph of which there are two hundred pages with thrilling suggestions.

"'One single idea may have greater weight than the labor of all the men, animals, and engines of a century,' Just think that over. The world is hungry for ideas, original, workable, practical ideas, and will pay any price for them.

"The man who thought of the lemon squeezer got fifty thousand dollars for the idea.

"The man who thought of putting a 'rubber' on the end of a pencil left a fortune of a million.

"The man who thought of the automatic ink well has been paid two hundred thousand dollars as royalties."

There was never a time when there were as many things to write about as now. Mr. Cheley groups everyday facts in a way that makes them grip the reader. This book has hundreds of paragraphs like the above. They set the mind aglow as the spark plug does the automobile or the airplane.

Who can estimate the number of youths who will win a thousand times because of the awakening of one such paragraph as the above? This book with hundreds of such paragraphs is only one of Mr. Cheley's books, each of which uses facts as easily and naturally as a spark plug sets a motor in action.

THE HISTORY OF OUR NATION. By Henry Smith Chapman and Orello C. Whitney, under the editorship of James Sullivan, assistant Commissioner of Education, state of New York. Cloth. 600 pages. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

This is one of the important histories of the United States published in the distressful years of the present decade. It is distinctly a luxurious publication from every point of view. There has been no more luxurious care in textbook making than here.

There has been no more elegant artistic textbook writing, and what is more to the point it escapes all liabilities to err in the presentation of controversial phases of American history from Jamestown and Plymouth to Porto Rico and the Virgin Islands.

It is a joy to see the delicately masterful way in which the slavery question, the reconstruction period, and all recent political reforms and reformers are treated.

There is no occasion to hesitate to commend the use of this book in public, parochial or private schools in Georgia or Oregon.

Any one who can be disturbed by the fairness of this presentation of American history in any crisis would have to admit that he does not want history but propaganda.

PERSONALYSIS. By J. J. Theobald. Cloth. 223 pages. New York: Prentice-Hall, Inc.

I wish I knew who J. J. Theobald is, for his book on "Personality and Personalysis" is one of the most refreshing books we have read in many a day.

There are innumerable sentences as suggestive as this: "The world always has this sign boldly displayed: 'Wanted, Workers and Winners. No Worriers Need Apply.'"

"The world respects the degree of intelligent spunk in the face of rough going."

"The mind makes life a unit, like a football team all intent on driving down the field."

This is one of the best interpretations of personality that has been modernized.

Personality has been a favorite topic for masters of literary style and of philosophers of renown.

The term Personalysis gives Mr. Theobald an opportunity to present a modern view of personality, and he has improved it to advantage.

CANTERBURY TALES TRANSLATED INTO MODERN ENGLISH. By Frank Ernest Hill. London, New York and Toronto: Longmans, Green and Company.

We cannot know what reception this modernized English classic will receive.

Geoffrey Chaucer is idolized abstractly, but is read by few of his worshipers of today.

Whatever may be the final judgment of the modernized rhyme and meter of Frank Ernest Hill there can be no question but that he is bringing the genius and personality of Chaucer and the spirit of England, France and Italy into the limelight of today.

This is one of the books that should be read appreciatively by every one who aspires to intelligent familiarity with English literature.

HOW OUR GOVERNMENT IS RUN. A Book For Young Citizens. By Inez N. McFee. Cloth. 336 pages. New York: Thomas Y. Crowell Company.

Inez N. McFee presents the American government and its activities attractively and forcefully. She has rare skill in grasping important facts and presenting them so that they are likely to be a permanent possession of the reader.

The history of creation and development of the city meets an important need. The detailed account of the present activities of the departments is incidental. It is inconceivable that the author could have entirely omitted any reference to education in the chapter on the Department of the Interior. It is the best argument Dr. Charl Williams has for a Department of Education.

The sixteen pages on "Parties and Politics" are especially interesting.

The thirty-four full-page beautiful illustrations are the crowning glory of the book.

BUILDING PERSONALITY IN CHILDREN. By Garry Cleveland Myers, Division Parent Education, Western Reserve University. 160 Fifth Avenue, New York: Greenberg.

Dr. Garry Cleveland Myers is one of the few educators who knows the difference between individuality and personality. Individuality — in-divide-ability—is concerned with one's unlikeness to others. Personality is concerned with making the most possible of what one is. It makes the most possible of his personal ability and talents.

"Building Personality in Children" first of all sees to it that nothing before birth, in babyhood and childhood, handicaps the child's development of his personality.

The bursting of a great dam in California recently turned loose a vast amount of water, carrying death and destruction far and wide because an estimate on the strain that was to be put upon the foundation had been neglected.

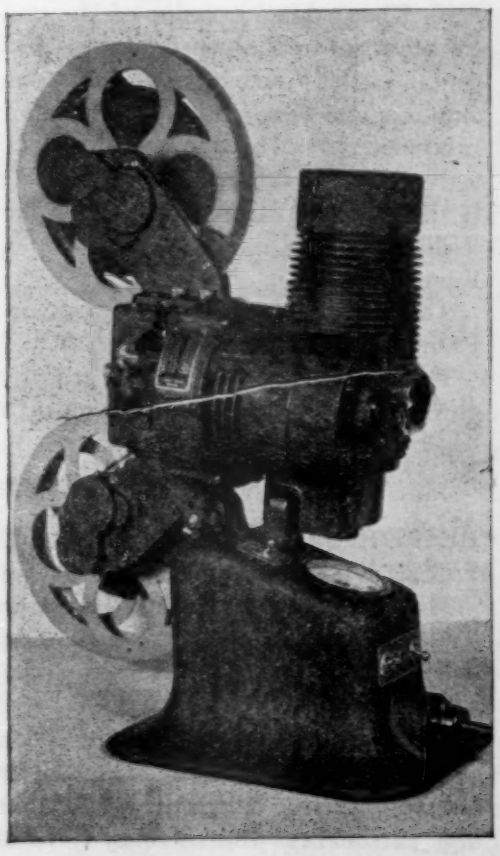
"Building Personality in Children" as Garry Cleveland Myers builds it leaves no chance for faulty foundation before the school has an opportunity to develop personality.

A characteristic of the thinking of Dr. Myers is his habit of going to the foundation of the principles upon which he builds his advice and counsel.

EQUIPMENT NOTES

A Brilliant Projector

A new Filmo projector, the Model J, is announced by Bell & Howell, Chicago, Illinois. With a picture brilliance asserted to be practically 30 per cent. greater than that afforded by even the Filmo 57-GG, it is hailed by its makers as marking "the most outstanding advance in the history of personal movie projection." Life-size movies of theatre quality, it is stated, are easily projected by it in the home, classroom, or auditorium.

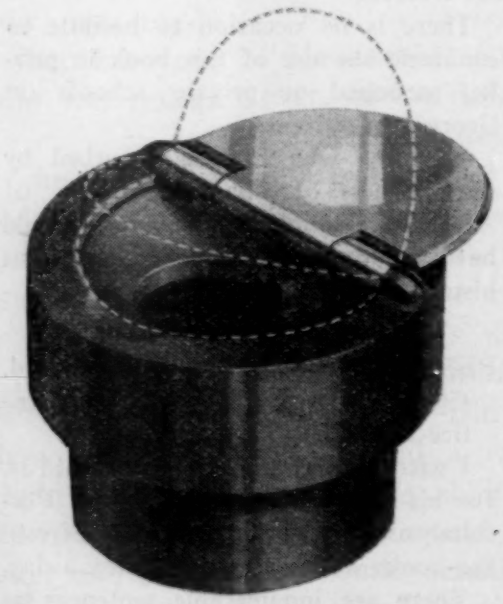


Along with the many new features "The Model J retains such basic Filmo Projector principles as the nine-to-one side tension film movement mechanism with its automatic framing of steady, flickerless pictures; the powerful direct lighting system; controls for reversing and stopping for still projection; and adaptability for Kodacolor."

Improved Inkwell

The Sengbusch Self-Closing Inkstand Company, of Milwaukee, Wisconsin, has announced a new one-piece school inkwell made of hard, vulcanized rubber and brass. This revolutionary product, it is explained, has been designed to lessen the ever-increasing replacement expenses in American schools.

As stated above, it is made in one piece with the detachable glass bottle feature eliminated in order to avoid frequent breakage. The metal hinged top opens all the way back (as shown by the illustration), which makes it impossible for pupils to flop it back and forth. This feature is likewise important in that bending or breaking



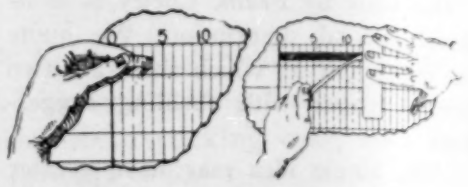
caused by forcing back the metal top, which rests at a 90 degree angle in most wells, has been prevented. The substitution of hard vulcanized rubber and brass for composition—neither of the former materials affected by the acid in ink—permits the use of better ink, which would deteriorate in the wells made of composition. The No. 49 is easily installed without the aid of tools. When closed, the inkwell is practically airtight. The well will hold a large quantity of ink and can be easily filled and cleaned.

The No. 49, it is announced, will be made in several models, to fit all variations in size of existing holes in school desks.

Motivation Charts

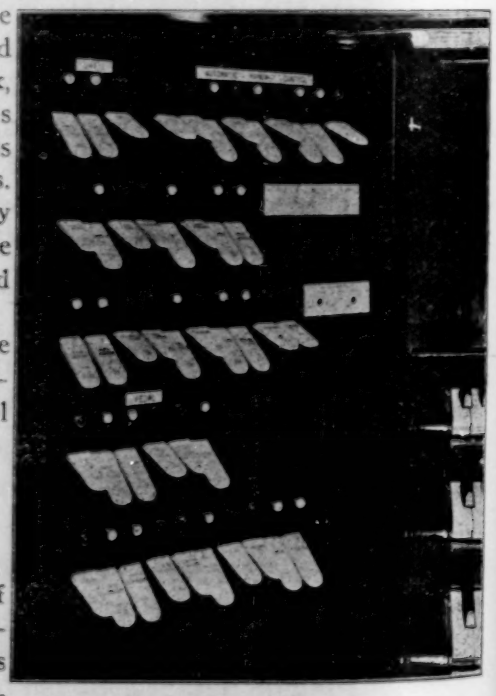
The value of graphs as a means of portraying the growth and achievements of individuals and groups has long been recognized, but the mechanical labor involved in producing these charts has hindered their wide adoption.

An organization known as Motivation Charts, Incorporated, of Jewell, Iowa, has undertaken the removal of this difficulty, by the invention of a simpler method of charting the work of individuals and classes. This method consists of tearing small perforated strips of white paper from a cardboard leaving graphs of the proper length and size in black, red or blue. Motivation Charts make it easy to utilize graphs in an effective and artistic fashion. The corporation putting out these charts is headed by Dr. R. W. Tallman, formerly head of the Department of Education and Vice-President of Western State College of Colorado, and E. M. Andres, director of economics at Phoenix Junior College.



Visibility for Organ Stops

Visual instruction lights are placed over stop tablets on the Estey visual-reproducing pipe organ in New York Training School for Teachers. These electric bulbs, variously colored to indicate the families or characters of tone controlled by their respective stop tablets, light as these tones are brought into the composition by either manual or automatic playing. In manual playing they are lighted by the depressing of the stop tablets as in this photograph. The operation of these lights, therefore, associates in the mind of the student the stop tablets with the tone structure of the composition. Thus is obtained a close correlation between visual, auditory and tactile impressions—a multiple sense appeal which is one of the basic factors in good teaching. Seven of these organs were installed this year in New York City high schools.



THIS WEEK ON THE AIR

Nationwide Radio Broadcasts Selected For Their Educational Interest

On the Columbia Network

Key Station WABC

Eastern Standard Time

Monday, November 16

2.30 P. M. American School of the Air.

4.30 P. M. National Student Federation of America Program—Address by Dr. Frank. Aydelotte from Philadelphia.

6.00 P. M. Current Events—H. V. Kaltenborn.

10.30 P. M. Toscha Seidel, Violinist with Concert Orchestra.

Tuesday, November 17

11.15 A. M. Human Interest Stories—"Hat History," Ida Bailey Allen.

2.30 P. M. American School of the Air.

7.30 P. M. Kaltenborn Edits the News.

Wednesday, November 18

11.15 A. M. Musical Alphabet—Ralph Christman.

2.30 P. M. American School of the Air.

6.00 P. M. "Bill Schudt's Going to Press."

10.30 P. M. Columbia Concerts Corporation Program—Sylvia Lent and Fred Patton.

Thursday, November 19

11.00 A. M. United States Chamber of Commerce.

2.30 P. M. American School of the Air.

7.30 P. M. Kaltenborn Edits the News.

8.45 P. M. Angelo Patri, "Your Child." Announcer, Kenneth Roberts.

Friday, November 20

2.30 P. M. American School of the Air.

3.45 P. M. Columbia Educational Features—Dr. C. E. McClung, "The Unity of Life," from Philadelphia.

4.45 P. M. Curtis Institute of Music Program.

8.30 P. M. March of Time—Dramatization of the Week's Outstanding News Events.

Saturday, November 21

10.00 A. M. Jewish Art Program.

11.00 A. M. New York Philharmonic Symphony Children and Young People's Concerts—Ernest Schelling, Conductor.

12.45 P. M. Wingate Athletic Program—Dr. E. Leroy Mercer, Dean of Physical Education, University of Pennsylvania, and Elmer D. Mitchell, of the University of Michigan.

7.00 P. M. The Political Situation in Washington Tonight—Frederic William Wile.

8.15 P. M. Leopold Stokowski and Philadelphia Symphony Orchestra.

On the National Network

Eastern Standard Time

Monday, November 16

2.00 P. M. Health Talk on prevention of seasonal illness (WEAF).

4.00 P. M. National Music League (WEAF).

6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).

8.00 P. M. Dramatic Sketches, episodes in American Revolution (WEAF).

8.30 P. M. Death Valley Days, pioneer days in the Northwest (WJZ).

Tuesday, November 17

2.30 P. M. Books for the Bairns, talk by Orton Tewson (WJZ).

2.45 P. M. Women You Read About, Suzanne La Follette, Editor (WEAF).

4.00 P. M. Magic of Speech, Vida Ravenscroft Sutton (WJZ).

6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).

7.45 P. M. Back of the News in Washington, by William Hard (WJZ).

Wednesday, November 18

6.00 P. M. Music Treasure Box, by Pierre V. R. Key (WJZ).

6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).

10.00 P. M. Rochester Civic Orchestra, directed by Guy F. Harrison (WJZ).

Thursday, November 19

2.45 P. M. Children's Book Week, talk by Dorothy Canfield (WEAF).

4.45 P. M. Great Moments in Science, auspices of Children's Science Fair (WJZ).

5.00 P. M. The Jungle Man by Carveth Wells (WEAF).

6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).

7.45 P. M. Famous Fallacies of Business, by Merle Thorpe (WJZ).

Friday, November 20

11.00 A. M. NBC Music Appreciation Hour (WJZ and WEAF).

2.00 P. M. Sports and Recreation by Captain Charles B. Scully (WEAF).

4.15 P. M. Radio Guild play, "Merchant of Venice" (WJZ).

6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).

Saturday, November 21

6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).

7.15 P. M. Laws that Safeguard Society, by Dean Gleason L. Archer (WEAF).

8.00 P. M. Danger Fighters (WJZ).

8.00 P. M. Civic Concert Service Program from Chicago (WEAF).

8.15 P. M. Economics and Psychology (WEAF).

9.00 P. M. Chicago Civic Opera (WJZ).

Sunday, November 22

12.30 P. M. Biblical Drama (WEAF).

1.15 P. M. Walter Damrosch Hour (WJZ).

2.30 P. M. Moonshine and Honeysuckle (WEAF).

3.30 P. M. Dr. S. Parkes Cadman (WEAF).

5.00 P. M. Gilbert and Sullivan Gems (WEAF).

5.00 P. M. Dr. Harry Emerson Fosdick (WJZ).

6.00 P. M. Catholic Hour (WEAF).

9.00 P. M. Our Government by David Lawrence (WEAF).

NEWS OF EDUCATION

New Era in Schools Foreseen

Dr. Edwin C. Broome Would End Grades, Marks and Intelligence Tests as "Interruptions"; Self-Expression Ideal

NEW YORK.—Pleas for a new order of public schooling, which would do away with stereotyped procedures such as annual or semi-annual promotion of pupils from grade to grade, fixed periods for examinations, singsong recitations and the so-called "intelligence" tests for measuring a child's mental capabilities were voiced recently by speakers at a convention here of the New York State Teachers' Association, Southeastern District.

More than 8,000 school teachers and principals from Nassau, Orange, Putnam, Rockland, Suffolk, Sullivan and Westchester Counties attended simultaneous sessions of the association's eighty-sixth annual meeting.

Dr. Edwin C. Broome, superintendent of schools in Philadelphia and president of the Department of Superintendence of the National Education Association, enumerated what he termed "some unsolved problems" and said one of the most important of these was the question of annual promotion of pupils.

"I wish we could do away with marks, the grades and the various steps in the school," Dr. Broome declared. "Children should be permitted to achieve a smooth moving onward between kindergarten and college." The superintendent described these formalities as "interruptions" in a pupil's progress through school and said the child should be advanced according to his ability to master the subjects. Then, he declared, the schools will reach "the ideal."

Dr. Broome also assailed intelligence tests as an inadequate measure of a child's ability and criticised the high schools for their "academic parades" by which they arrange oratorical contests, baccalaureate services, salutatory addresses and similar functions. He accused the secondary schools of trying to emulate the colleges. Fraternities, he said, "have absolutely no place in the high schools."

Listing as one of the "unsolved problems" the search for reliable measures of children's intelligence, Dr. Broome said intelligence tests "are not the final word in the segregation or classification of boys and girls."

An attack on "mechanized recitations" was made by Dr. J. Cayce Morrison of the New York State Department of Education. Adoption by the public schools of many features of the "progressive school" plan of instruction, including development of self-expression among children and a "socialized environment," was advocated by the state official. Dr. Morrison declared it was much easier to describe the features which should be abandoned than those which should be retained in the elementary schools.

College Students Serve as Teachers

NORTHAMPTON, Mass.—In order to put their theory into actual practice, ninety Smith College students are serving as teachers at the People's Institute, a community centre in Northampton. The People's Institute is maintained for the purpose of giving additional education and recreation to people of all ages. Its teaching staff is entirely recruited from the student body of Smith College and it is a purely voluntary service. There are evening classes for adults in which individual instruction is given in French, German, English, advanced mathematics, botany, psychology, music and art. In the afternoon children's classes and play groups are held and an effort is made to give the children further cultural advantages such as singing, dancing, dramatics and arts and crafts.

College Spirit Declared "Hokum"

PROVIDENCE, R. I. — Dean Charles Maxwell McConn of Lehigh University told the faculty and student body of Brown University, assembled in an academic convocation, that "this college spirit and loyalty stuff is pure and simple hokum." The dean scored the theory that extra-curricular activities are more important for the training of character than studies and that athletes are more loyal to their colleges than scholars. Athletes, he said, went out for teams primarily because of a desire for publicity and personal ambition.

High Honor Won After 50 Years

EVANSTON, Ill.—Fifty years is rather a long time to wait to get a Phi Beta Kappa key, insignia of high scholarship, but Mrs. Emma P. James has received hers at last. This honor graduate of Northwestern University's class of 1881, now a grandmother, was initiated into the scholastic fraternity recently. After all, she just couldn't have "made Phi Bet" when she was in college. Northwestern University then had no chapter. It was organized on the Evanston campus some years after she left it, and it was not until recently that it began to search back records for meritorious students of the past in order to give them tardy honors.

College Gives Canoeing Course

DENTON, Texas.—A course in canoeing is being taught at the Texas State College for Women here. The twenty students will use the college camp site at Lake Dallas, near here, for "laboratory" work.

School Board Puts Teachers at Work

BOSTON. — The Boston School Committee at a recent meeting provided approximately sixty-five additional teachers with work. These instructors were for the most part drawn from the emergency list of eligible teachers. About fifty-two will go to work on the playgrounds, and the remainder in the elementary evening schools. Teachers previously appointed to these assignments are not to be dropped. The committee plans to make additional appointments from its reserve list from time to time to give unemployed teachers work, according to Superintendent Jeremiah E. Burke. In a report submitted by Mr. Burke at the committee meeting, the enrollment in Boston's public day schools for September 30, 1931, showed an increase of 788 pupils over September 30, 1930. The total number belonging in the public day schools on September 30, 1931, was 133,658.

School Prize Doubled When Twin Girls Win

PHILADELPHIA. — The annual Pennsylvania Railroad scholarship to the University of Pennsylvania went to twins this year. Mary and Alice Thayer, twin daughters of Edwin A. Thayer, railroad clerk, had identical scholastic records, and both received the four-year scholarships from the freight traffic department of the railroad women's division for war relief. The twins will study for teaching careers.

Sheldon Adjusto-Posture Classroom Chair-Tables

The Adjusto-Posture Chair-Table illustrated at the right combines all the features which are required for true efficiency in seating equipment. May be had with adjustable top for art students. Has stable writing top for ordinary use and scientifically designed seating for health and efficiency.

Variations of this table have been developed to meet the needs of other departments. Made in sizes to accommodate students from kindergarten through high school.

E. H. SHELDON & COMPANY

Muskegon, Michigan

Specialized Schoolroom Equipment of All Kinds

SCHOOL FROM STABLE

Wisconsin Pupils Convert Barn Into Classrooms

UNION GROVE, Wis.—When the pupils of the Union Grove High School found that their school needed more room and there was no other way of getting it, they built it themselves.

A big freshman class this fall jammed an already overcrowded building. Union Grove taxpayers had previously voted down a proposition to enlarge the school. Unless more space was obtained the school's normal program was threatened. The pupils went to work.

John Giles, state high school supervisor, had suggested that some building might be used as an annex. Principal A. F. Ruzicka found an old horse barn that had possibilities.

The boys of the manual training classes took the barn and by weeks of effort converted it into a light, airy and attractive one-story building, 16 by 60 feet. The boys enlarged the building, repaired the sides and the roof, put in a new floor, covered the interior walls and the ceiling with composition wall board and wired and painted the building.

The boys, however, didn't do all the work on the building. The high school girls scrubbed and sanded the floor and prepared it for waxing.

Building materials used in converting the barn into a schoolroom were paid for by the school board, but the pupils will pay for a part of the furnishings. They are planning a series of entertainments to raise the necessary money.

Teachers to Give $1,000 for Jobless

LEXINGTON, Mass.—The teachers of the Lexington public schools, through the Lexington Teachers' Club, have decided to contribute $1,000 for the relief of the unemployed of the town. The teachers do not intend to have any of the town's needy children suffer from lack of nourishment or warmth this winter. The club will give a show late in November to increase this fund.

Gamble on Professors' Use of Pet Phrases

EVANSTON, Ill.—Pet words of the professors at Northwestern University, it developed recently, have started a new gambling game. The professor who works the phrase "by and large" overtime, the one who frequently says "various and sundry," the one who repeats and repeats "on the other hand" all co-operate in spite of themselves with the student gamblers. Pools are formed in each course, the price of a ticket is a dime, and the student who guesses the correct number of times a certain phrase is repeated during one lecture wins the pot. There's nothing the dismayed professors can do about it, said Dr. John B. Morgan, associate professor of psychology. He explained that such repetitious phrases become a matter of course on the part of the lecturers, a habit virtually impossible for them to break.

CALM IS NEEDED

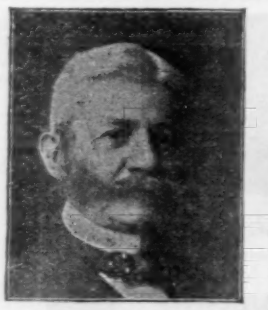
Schools Should Offset Home Stress

ROCHESTER, N. Y.—With high-strung nerves and despair prevailing today, boys and girls in many homes should find in school one place in which there is calmness and assurance, Dr. W. T. Melchoir, Professor of Supervision at Teachers College of Syracuse University, told the public school teachers of Central Western New York here recently.

"Our children, coming from overwrought homes, should find in the schools a constructive life-building process," asserted Dr. Melchoir. "The teachers, who hold the vital places, must be growing teachers. The static teacher cannot lead and inspire."

Dr. George M. Wiley of Albany, assistant commissioner of the University of the State of New York, declared that "education has given too much emphasis in the past to mass instruction and to the reproduction of fact material from memory. The secondary school of tomorrow will challenge the creative abilities of the student so that he may best develop those particular aptitudes by which he can best serve his fellow man."

O. Wendell Hogue, principal of the Lyons High School, was elected chairman of the public school superintendents, supervisors and principals. The art section named Mrs. Myrtle Harness of Brockport as president, Miss Nana Heddon of Newark as vice-president, and Miss Alice Brown of Rochester, secretary and treasurer.



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$12,000 Saved Yearly By 600 School Pupils

PRINCETON, N. J.—As the result of participation in a school savings system maintained in the Princeton schools, pupils in Princeton have saved more than $50,000 in the last seventeen years and at present the savings of almost 600 children total about $12,000 a year, it was announced. The record was achieved through thrift education in the classes and a school savings fund conducted by the faculty in co-operation with Princeton banks.

Reports Students Working Harder

HAMILTON, N. Y.—The average rating for the Colgate student body for the scholastic year 1930-31 was 75.2 per cent., representing an upward trend over previous years, according to Dr. George B. Cutten, president of the university. "This is due," said Dr. Cutten, "to the fact that the student is more conscientious in his work. More emphasis is laid on the intellectual element of college and not on the social advantages, as has been the case for the past ten or fifteen years. So many students are in financial difficulties that they realize that time means money, and if they waste their time in college they are wasting their parents' money as well as their chances of getting out into the business world. Also, modern universities are stressing a new system of education, and through this system the student is following the work for which he is most suited."

Toronto Students As Nursemaids

TORONTO, Ont.—This depression is sharpening the minds of landladies, so several of the students attending the University of Toronto have discovered to their sorrow. Shoveling snow and coal, attending to furnaces and working around the house is not unusual in return for room and board, but this year a new game has been instituted, and it is called "minding babies." Two or three evenings a week, so several of the students have reported, their landladies go out to play bridge and in their absence the student roomers have to mind the babies.

Shakespeare In Chinese

PEIPING.—Some of the most competent scholars in China are at work here translating Western classics into the Chinese language, so that all Chinese who read may have access to the best in Occidental literature, history and science. Unlike translators of a generation ago, they are using the popular language in China, which all literate persons can read, instead of the difficult classical language, which even scholars have trouble in mastering. The work is directed by Dr. Hu Shih, philosopher, who has settled here permanently, and money is being provided by the China Foundation, which distributes the remitted portion of the American Boxer indemnity. Three translators have been working for almost a year on the complete works of Shakespeare. One scholar has been working on Gibbon's "Decline and Fall of the Roman Empire."

Temple University Plans Students Photos

PHILADELPHIA.—Every one of the 13,000 students of Temple University will be photographed, according to announcement made by the university. The pictures, which will be of the usual passport type, will serve as identification for the students after they are affixed to official credentials which each student must carry.

Census Shows Radio Taught 3,800 Music

WASHINGTON.—Radio has taught more than 3,800 school children how to play band and orchestral instruments. Six half-hour broadcast lessons accomplished instruction in all major instruments except the drum, according to a report to the federal office of education by Joseph E. Maddy, professor of music at the University of Michigan. Two ten-year-old girls were among the successful pupils and several adults also tuned in for instruction, the report said.

Year Book of Washington School

Springfield, Massachusetts, 1930 - 1931

Written by the Children of Washington School Grades 1—6 and Kindergarten

COMPILED BY SARA E. CHASE, PRINCIPAL

CONTENTS

Letters We Have Written	Trees We Have Studied
Books We Have Read	Stories We Have Written
Trips We Have Taken	Plays We Have Produced
Clubs We Have Formed	Rhymes We Have Made
Magazines We Have Published	Diaries We Have Kept
Posters and Pictures We Have Drawn	Summaries, Reports and Riddles We Have Written
News Bulletins We Have Issued	Floor Talks We Have Given

Pages - 93. Illustrations - 11. Price - 65 cents.

Pupil-Farmers Of City Schools

NEW YORK.—The produce of school gardens cultivated by children throughout the city during the past summer, under the guidance of teachers, had a total value of $3,067, according to the School Garden Association's bulletin. This figure, added to an estimated autumn harvest value, should bring the total for the two seasons to at least $5,000, it was said by Van Evrie Kilpatrick, director of school gardens, Board of Education. All the produce was turned over to the pupils. Of the 302 gardens on school grounds last spring, Mr. Kilpatrick said, 120 of the most promising ones were selected for summer care. A few were devoted entirely to the cultivation of flowers. The total register of pupils volunteering in summer garden clubs was 4,627. They attended an average of almost two sessions a week.

State Trustees Ask School Law Change

SYRACUSE, N. Y.—Amendment of the cities school law, making it mandatory for all school expenses to be included in the reports of school boards in the cities of New York State, was asked in a resolution adopted by the Associated School Boards and Trustees, in convention here recently. Under the present law, it was said, while some cities followed the plan suggested by the State Association of Trustees, others included only part of the school expense in the report of that department, the remainder being enumerated in the general city budget. Another resolution asks a change in the teachers' tenure of office law, which affects cities only. The trustees would have the tenure, after a teacher has become eligible for retirement, depend upon the will of the Board of Education. They also ask that when charges are brought against a teacher the hearing be in executive session of the board.

Canada's College Enrollments

OTTAWA.—There were 73,515 students in attendance at the universities and colleges in Canada in 1930, of whom 37,400 were of university grade, 33,081 being full-time students. There were 957 men and 283 women who were post graduate students, the remainder undergraduate. More than half of all students were in arts and sciences or what is commonly termed "academic" courses, as distinguished from professional courses. These facts are set forth in a survey by the Dominion Government, which says that the yearly cost in fees to each student attending a university in Canada averages $116, though the total annual cost of his instruction is about $494. The difference between $116 and $494 is borne by the Provincial Governments and other agencies connected with the universities. Among the students of Canadian universities and colleges last year there were 1,347 from the United States, 221 from the British Isles, 47 from the British West Indies, 164 from Newfoundland and 212 from other countries.

Teachers Permitted One Extra Position

NEW YORK.—The Board of Superintendents of the New York city school system has definitely decided to limit day-school teachers and principals to one extra position, either in an evening school, summer school or in one of the Board of Education's extension activities conducted in the late afternoon. Superintendent Charles W. Lyon explained that the board's action was directed against those teachers and principals who were known to be holding three and sometimes four jobs. While the school authorities, he said, could do nothing about the holding of both day and evening school jobs, as both carry life tenure, it could deny such teachers and principals assignments to such extra activities as summer schools, playgrounds and community centres.

Child Health Recommendations

WASHINGTON. — The work of spreading into every corner of the country the many recommendations on the care and education of children made at the White House Conference on Child Health and Protection is now going on rapidly, according to a statement sent out by the headquarters of the conference here. Nine state-wide conferences have been held already, in which the findings and suggestions of the national conference formed the bases for discussion and comparison with the methods of caring for children now in use by local bodies. Five more of these conferences, also, are already in prospect, it is reported.

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Whiskers Banned For Freshmen

GENEVA, N. Y.—"They shall keep their faces always smoothly shaven" says rule four of the principles laid down to the class of '35 by the seniors of Hobart College. The frosh here also are required to wear the regulation purple ties prescribed by the freshman discipline committee, and as for socks, none but white will be allowed, supported only by snow white garters. The freshmen will be the envy of the upper classmen when it comes to headwear, however. This year's cap is of a deep purple, with orange visor and button, while, for winter wear, the students of the class of 1935 will don orange toques with purple buttons.

Says Crisis Hits Schools

MIDDLETOWN, Conn.—President James L. McConaughy of Weslyan University, addressing students at the matriculation service marking the opening of the college, said that the depression was as pronounced in the colleges as in the industrial world. He urged the students to avoid "mental unemployment" and to "stimulate emotions and will-power." Comparing the pioneer conditions of Wesleyan with its periods of growth and development to the present the president said that when the college was fifty years old, the financial condition of the country was so acute that the endowment was cut in half and the annual operating deficit was greater than the total income from the students.

Havana Gives Pupils Breakfast

HAVANA.—Beginning November 2, breakfast will be given to 10,000 Havana school children from poverty stricken homes, it was announced by the committee in charge of the pupils' breakfast fund, which now amounts to $300,000 and has been raised by public subscription. Havana bus companies donated one day's receipts to the fund. Plans are now being made to continue raising money for the fund. City school teachers started the campaign after they learned that many children were being sent to school without breakfast. The school hours have been reduced to a single morning session of four and one-half hours for upper grades and three and one-half hours for lower grades. This was done to reduce expenses.

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Grins Between Grinds

At Dead Sea, What?

"Traveled all over the world, eh? Went up the Rhine, I suppose?"

"Climbed it to the top."

"Saw the Lion of St. Mark?"

"Fed it."

"And visited the Black Sea?"

"Filled my fountain pen there."

Will Want Plenty

Nurse entered the professor's study and said softly: "It's a boy, sir."

The professor looked up from his desk.

"Well," he said, "what does he want?"—Tit-bits.

Couldn't Be Fooled

The cop got out his book and poised his stubby pencil.

"What's yer name?"

"John Smith."

"Naw, yer real name!" barked the officer, who had been tricked the day before.

"Well, then," said the fun-loving motorist, "Put me down as William Shakespeare."

"That's better," grumbled the cop as he inscribed the ticket. "You can't fool me with that there Smith stuff."

Might Try

Down in Texas the short cotton crop forced a large number of country negroes to the cities. One of them applied for a job at the office of an employment agency.

"There's a job at the Eagle Laundry," said the man behind the desk. "Want it?"

The applicant shifted uneasily from one foot to the other.

"Tell you how it is, boss," he said finally. "I sure does want a job mighty bad, but de fack is I ain't never washed a eagle."

Slow Pay

An insurance company wrote out a $1,000 life policy in the name of one Samuel Johnson. Premiums were paid promptly for a few years, but suddenly stopped. After sending a few delinquent notices, the company received this reply:—

"Dear Sirs: Please excuse us as we can't pay any more premiums on Sam. He died last May. Yours truly, Mrs. S. Johnson."—Christian Register.

Not His Fault

"Uncle Mose, your first wife tells me you are three months behind with your alimony."

"Yes, Jedge, Ah reckon dat am so, but you see it's jes' dis way. Dat secon' wife of mine ain't turned out to be the worker Ah done thought she was gwine to be."

Meetings To Be Held

NOVEMBER

19-21: High School Conference, A. W. Clevenger, Administration Building, University of Illinois, Urbana: Urbana, Illinois.

22-25: South Dakota Education Association, Secretary N. E. Steele, 3 Perry Building, Sioux Falls: Mitchell, South Dakota.

23-28: Virginia Education Association, Secretary C. J. Heatwole, 300 Lyric Building, Richmond: Richmond, Virginia.

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